

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Robert C. Nagashima

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Robert A. Wakelee Elementary School

(As it should appear in the official records)

School Mailing Address 12 Hempel Drive

(If address is P.O. Box, also include street address.)

City Wolcott State CT Zip Code+4 (9 digits total) 06716-1714

County New Haven County State School Code Number* 166

Telephone 203-879-8154 Fax 203-879-8035

Web site/URL http://www.wolcottps.org E-mail rnagashima@wolcottps.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(Principal's Signature)

Name of Superintendent* Mr. Joseph Macary

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: JMacary@wolcottps.org

Other)

District Name Wolcott Public Schools Tel. 203-879-8183

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Patricia Najarian

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 3 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 5 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☒ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural
3. 4 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total |
|----------------|------------|--------------|-------------|
| PreK | 0 | 0 | 0 |
| K | 30 | 22 | 52 |
| 1 | 21 | 25 | 46 |
| 2 | 29 | 32 | 61 |
| 3 | 20 | 19 | 39 |
| 4 | 37 | 36 | 73 |
| 5 | 30 | 28 | 58 |
| 6 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 | 0 | 0 | 0 |
| Total Students | 167 | 162 | 329 |

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 3 % Black or African American
 - 6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 89 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 5%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

| Steps For Determining Mobility Rate | Answer |
|--|--------|
| (1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year | 11 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year | 7 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 18 |
| (4) Total number of students in the school as of October 1 | 357 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.050 |
| (6) Amount in row (5) multiplied by 100 | 5 |

7. English Language Learners (ELL) in the school: 4 %
15 Total number ELL
 Number of non-English languages represented: 4
 Specify non-English languages: Albanian, Bengali, Polish, Spanish
8. Students eligible for free/reduced-priced meals: 16 %
 Total number students who qualify: 60

Information for Public Schools Only - Data Provided by the State

The state has reported that 21 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 10 %
33 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

| | |
|--------------------------------|--|
| <u>6</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>4</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>9</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>10</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>1</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

| | Number of Staff |
|--|-----------------|
| Administrators | 1 |
| Classroom teachers | 20 |
| Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc. | 9 |
| Paraprofessionals | 7 |
| Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 2 |

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

| Required Information | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 96% | 96% | 97% | 95% | 95% |
| High school graduation rate | 0% | 0% | 0% | 0% | 0% |

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

| Post-Secondary Status | |
|---|----|
| Graduating class size | 0 |
| Enrolled in a 4-year college or university | 0% |
| Enrolled in a community college | 0% |
| Enrolled in career/technical training program | 0% |
| Found employment | 0% |
| Joined the military or other public service | 0% |
| Other | 0% |

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Wakelee School's mission is to develop well-rounded children. Students graduating from Wakelee are expected to have the knowledge, skills and motivation to be productive and independent learners.

PART III – SUMMARY

The mission of Wakelee Elementary School is to develop well-rounded children. All students that graduate from Wakelee School are expected to have the knowledge, skills and motivation to be productive and independent learners, bolstered by solid character development that will enhance their quality of life and promote positive citizenship for the future. Wakelee has traditionally been a four-classroom model school, educating well over 400 students per year. Being the largest of the three elementary schools in the town of Wolcott, we have experienced a gradual decline of student enrollment over the past few years due to a number of factors (i.e., attrition, economic factors, low birth rate). Our overall numbers have steadied somewhat and we anticipate to be able to sustain our current three-classroom model for well into the future. Wolcott is a small town that was once solely agricultural. It is nestled between two larger urban centers, Waterbury and Bristol, and benefits from the cultural benefits these cities have to offer. This community holds many traditional values sacred and multi-generational families that live in town are always willing to support each other and the school system.

Wakelee School recently celebrated its 50th anniversary a few years back with a nice homecoming event. The number of former students and faculty that attended this event is a testament to the faculty, community and the people that have made this school special over the years that it has been in existence. Wakelee is a Neighborhood school. It has all the hallmarks of the supportive community environment that anyone would want for educating and raising their child to be valued citizens. Wakelee was also recognized last year as a school of distinction by the State for its overall performance and an achievement of demonstrating highest progress as based on standardized test results.

The Faculty at Wakelee School is a blend of established, well-versed veteran teachers mixed in with younger, talented educators. Quite honestly, they are the secret to the success of the school. The knowledge base and energy level that the teachers bring to work on a day-to-day basis is daunting and a bit intimidating. Everyone who lives and works in the school strives to learn, be better and supports each other unconditionally. It is a great place to work and the children and families are the beneficiaries of such dedicated professionals.

We employ a number of key strategies that we have found effective to drive instruction and that have a positive impact on student learning. First and foremost we have a rigorous academic schedule that allows for a large block of Literacy Instruction (2 hours) and Numeracy Instruction per day. We complement these core academic areas with Science and Social Studies blocks a few times per week and provide Art and Music Instruction once per week. Additionally, students benefit from physical education and health classes as well as participating in computer technology on a regular basis. Our Tier One Instruction is solid, as we are now developing and transitioning to meet the new Common Core State Standards.

Our Intervention and Support Model follows the standard RtI guidelines. We support struggling students in Tier II and Tier III as identified by the data we collect twice per month and analyze using our bi-weekly data teams. Our Grade Level Teams continually progress monitor all of our students and will make determinations on what individual students need and place them in groups for additional supports. We have adopted a 20-20-20 Model, from the Haskin's Laboratory Literacy How initiative, within the classroom to provide extra support for students through our Tiered Intervention approach. Our support personnel, which include our Reading Consultants, Special Education Teachers, Numeracy Teacher and trained Paraprofessionals have offered supervised and guided instruction to all of our struggling students at all grade levels. We have been able to be pro-active with our supports for students using this approach, providing timely and needed interventions when warranted. This effective resource allocation of personnel has also benefited our students and our school by reducing our Special Education identification and enrollment numbers.

Our bi-weekly, Grade Level Data Teams meetings are complemented by our bi-weekly Collaboration Team meetings. Collaboration Team meetings enable our Grade Level teachers to plan their lessons, pace their teaching and share their resources. Our Collaboration meetings are critical meetings at the present time, since it allows our teachers to review, develop and write new units of study that align to the Common Core

State Standards. Our Professional Development opportunities for teachers over the past few years have been embedded and helped our teachers better understand the shift in their teaching practice to better meet the new rigors of the standards and the curriculum.

We have addressed the social-emotional well-being of our student population by instituting and implementing some structure and guidelines to help our students not only understand but follow school rules and policies. Each teacher has implemented a classroom management system that follows a traffic light signal (red, yellow, green). As a school, we have also instituted a school-wide positive behavioral support system both within the cafeteria and within and around the school in general. We are catching students being good and rewarding their positive behaviors. "Getting pawed" is a way of students being recognized for their good deeds and acts of kindness. This coupled with "developmental guidance" lessons that are co- led by the school psychologist and principal have contributed to a more positive school climate and improved school behaviors by students. Our school-wide assemblies have helped to solidify the character traits that our lessons have been targeting throughout the school year.

At Wakelee, we have also recently developed and instituted a Student Council for our intermediate grades (4 and 5). Our Student Council is an elected group of students that not only has given the students a voice in the school, but they have also organized and sponsored a number of our food and clothing drives, community service experiences for our entire student population and donated to very worthy and charitable causes within the community. Our Student Council will also make recommendations to the principal based upon discussion and input from the classrooms that they represent.

Our teachers are also a major contributing force behind our school initiatives and school vision. Teacher committees have been developed to address our academic scheduling blocks, classroom placement, school improvement planning, standardized testing schedule, school-wide behaviors and school climate and our strategic goals. The faculty at Wakelee School will not only implement the plans, vision and direction for the school, they are critical and essential contributors to developing and creating the blueprint for our shared success.

Wakelee School is very fortunate to have an active PTO and support from its community. Our PTO has supported many cultural activities throughout the years that have enriched and enhanced our students' understanding of the curriculum and have helped to develop their love of learning. The PTO also sponsors a number of field trips for our students that align with instruction in the classrooms. The PTO, Faculty and administration have worked in concert to provide our students and families a number of opportunities to learn and interact positively with one another.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Wakelee School's Reading/Language Arts curriculum traditionally has been based on the Connecticut State frameworks. Since the school year of 2013-14, our core curriculum has shifted to align with the Common Core State Standards adopted by our state. Incorporating these standards has changed our curricular approach to be more rigorous, with higher expectations for students. This new curriculum was created using a backwards design model. Performance tasks have been created based on key learning standards, and units of study were formed based on the standards needed for students to excel in these performance tasks. Our ELA curriculum incorporates reading literature and informational text as well as writing of different genres. A block schedule has been designed where teachers have 90 minutes for instruction in reading. Whole group instruction consists of 30 minutes of explicit instruction of skills/standards, followed by 60 minutes of small group instruction where students are instructed using their instructional level. These groups are flexible throughout the year based on formal and informal assessments. In addition, a 30 minute independent reading block exists where students are reading a book on their independent level while teachers are conferring with students. This model is based on best practices. In addition, a 45 minute writing block has been established so that students can receive explicit instruction in various forms of writing including narrative, informational, and opinion. They also have an opportunity during this block to write independently, confer with the teacher and other students, and revisit and revise their writing. Students performing below level are seen a minimum of 4 days per week by their classroom teacher and 3-4 days per week for 30-45 minutes with a reading specialist or special education teacher in a tier 2/tier 3 group. Students achieving above grade level are receiving instruction at their instructional level and may be working with our Project Explore teacher on independent learning projects.

Our math curriculum has also shifted to align with the Common Core State Standards adopted by our state. Incorporating these math standards has changed our curricular approach to be more rigorous, with higher expectations for students. This new math curriculum was also created using a backwards design model. Performance tasks have been created based on key learning standards, and units of study were formed based on the standards needed for students to excel in these performance tasks. Much of our curriculum allows for student discovery and is hands on. Students may work with a partner or small group to solve problems and are encouraged to persevere. This is a major shift for students as well as teachers. A one hour block has been established for Math instruction in all grades K-5. Instruction consists of teacher modeling, guided and independent practice. Small groups are taken during this block and are flexible. While the teacher is working on skills with a small group, other students work in centers completing activities centered on skills previously taught. Students who are struggling may get additional support from a Numeracy teacher. This support is push in and pull out and consists of the numeracy teacher seeing students two times per week in grades 2-5. This tier 2 instruction is based on formal and informal assessments. Groups will change depending on students' needs. Differentiated instruction is provided for students needing enrichment.

Both our Science and Social Studies curricula traditionally have been based on the Connecticut State frameworks. Since the 2013-14 school year, our Science and Social Studies curricula has shifted to align with the Common Core State Standards adopted by our state. We have allotted specified time periods during the school schedule to address and deliver the Science curriculum and the Social Studies curriculum to our students, however, we ask our teacher to regularly incorporate both the Science and Social Studies content within our daily Reading and Language Arts block. This is an important factor in maximizing our instructional time for all students as we are able to deliver important curricular content and, at the same time, address and assess our student learning needs and retention of information. At each grade level, our teachers have developed various activities and culminating events which has allowed for our students to enhance their learning, reinforce key concepts and communicate their understanding of material presented to them. Some of these activities and events include a neighborhood project, State Fair Presentation, various field trips to nature centers, museums and aquariums in the State, an Invention Convention night and a Fifth Grade Science Fair project. These various tasks and activities throughout the elementary school years has undoubtedly impacted our students' performance on standardized State-wide Science tests for numerous years.

2. Other Curriculum Areas:

Art at Wakelee School is first based upon the Connecticut State Standards for art education at the elementary level. In the broader sense, the focus is on developing creativity, problem solving and craftsmanship. This is based on the ability of the individual student and where they are in their artistic development. Each year, students build on skills and vocabulary from the previous year, while learning to use a variety of media and techniques. It is important for students to know that their art is valued on many levels and not just skill in creating an image.

Art projects focus on craftsmanship while making connections to other subject areas, art history, and other cultures. Students learn that there are many ways to create art and interpret ideas. They learn to work with each other while taking pride in their artistic accomplishments. Children will also learn ways to discuss art and make comparisons between various artists and their work.

Each student in the school has art for one forty-five minute period each week. Students participate regardless of scholastic ability and instructional level and they work at their own developmental pace. We do have a culminating activity, which is a school wide art show each spring highlighting artwork from the school year. Each child has a piece of art on display. The PTO works with us to create an evening which is enjoyed by teachers, students and parents.

The Music program at Wakelee Elementary School is comprised of general music instruction for grades Kindergarten through Grade 5, an instrumental band ensemble open to any Grade 4 and Grade 5 student and a Choral Ensemble open to any Grade 4 and Grade 5 student as well.

Although the overall focus of our program closely follows our state standards in music curriculum of education as well as our newly revised elementary district music curriculum written by our own elementary music teachers, Wakelee has a unique approach to student learning in music.

As a tradition, our school has a yearly Kindergarten Play. Each play is carefully selected to involve a curricular subject or character based theme. This is an undertaking that is a 6 month process involving teachers, parents and volunteers. Students learn narratives, dancing and how to communicate visually and audibly in large group settings. Singing is the foundation of this presentation with many vocal discoveries of high and low pitch along with blending voices with others in the group. All of this comes together in a culmination of props and costumes for a gala concert presentation for the school and the greater community.

Wakelee School also has a well-established Choral Ensemble that is known for performing varied repertoire including folk, traditional, multicultural and modern music in several languages. More often than not, music is arranged in 2 part harmony challenging the student and pleasing the audience.

Our Instrumental Band Ensemble has a unique approach of student based learning where we offer one-on-one instruction, small group instruction and large group instruction. All of these experiences offer the student to learn at their own pace while exposing them to play instruments in large group settings.

Wakelee is a community where we look forward to singing opportunities as a family. Every year before the holiday break, the entire student body gathers in the gym for a traditional holiday sing-a-long with acoustic piano. On Flag Day, we invite dignitaries and our Veterans and sing patriotic songs to honor the freedom that we hold dear. We are also invited yearly to sing a patriotic song at a minor league ball game in New Britain, Connecticut called "Wakelee Family Night". This is truly an honor for our school.

Wakelee's Physical Education and Health Program is a comprehensive curriculum designed using the State and National Standards for Health and Physical Education. All Kindergarten through Grade 5 students attend Physical Education twice per week for 45 minutes. Every month, a topic in Health is presented during one of the regular Physical Education classes. Each year, Grade 4 students are required to take the Connecticut State Physical Fitness test in the fall. Students in grades 3 and 5 participate in "off-year" testing and training in preparation for future testing.

The Physical Education program encompasses units that develop: movement and rhythm skills, sports skills, teamwork and cooperative skills, conflict resolution, and spatial awareness skills. The health Curriculum introduces all students to the topics of: Physical Activity, Nutrition, Injury Prevention, Anatomy and Physiology, Personal Health, Family Health, Drugs and Alcohol, Tobacco, Community and Environmental Health, and Social and Emotional Health.

Literacy and Numeracy skills are integrated in lessons of all ages and grade levels. Common Core essential skills and knowledge are woven into and supported within the Physical Education setting in a variety of ways. Some examples of this integration are: reading simple text during Health lessons, reading skill posters and teaching hints cards, reading posted warm-up charts, completing peer assessments and exit slips, using counting skills and estimation when scoring or lap counting. Extracurricular activities including Field Day, A.C.E.S. Day and Jump Rope for Heart are also offered to teach and expose students to the importance of good character and community service.

Computer Education at Wakelee Elementary School is aligned with the Connecticut State Standards for education. Each student at Wakelee has computer integration for one forty-five minute period each week. Students participate regardless of scholastic ability and work at their own development pace. All students work on specific assignments using Microsoft Office applications and Internet educational resources that supplement classroom learning. Also, for each grade level, there is an intentional focus devoted to the improvement of keyboarding skills.

Examples of instruction can range from creating Microsoft PowerPoint brochures, playing online math facts games to improve math fluency, to practicing keyboarding skills. In addition, computers time is spent on helping students to make connections to all of the major subject areas. There is always a focus on numeracy and literacy during each computer technology lesson.

3. Instructional Methods and Interventions:

Teachers at Wakelee Elementary utilize a block schedule for core subjects in order to maximize instructional time. A tiered instructional process has been implemented in order to meet the needs of all students in Kindergarten through 5th Grade. Classroom teachers provide Tier 1 core curriculum instruction for all students within the Literacy and Numeracy blocks. Data from district wide and common formative assessments, as well as student work, is used to drive classroom instruction. Teachers and specialists collaborate during weekly meetings and interpret this data to ensure all students' needs are being addressed. Both classroom teachers and specialists use the explicit instruction approach when introducing core standards. This is followed by guided and independent practice.

In our Kindergarten through Grade 2 early literacy classrooms, our instructional methods incorporate a multi-modality approach. Hands-on learning experiences, whole body movement, songs and rhythm, along with technology enhance the learning process for our students. In the area of reading, a balanced approach to literacy has been implemented. The areas of phonological awareness, phonics, fluency, vocabulary, comprehension, and writing are integrated. In the area of foundational skills, our philosophy is based on the Literacy How approach, which was created on the scientific principal and research from the Haskins Laboratory Research. This approach includes explicit teaching of foundational skills, which build upon each other in a prescriptive sequential order from Kindergarten through 2nd Grade. Professional developers from the Literacy How organization trained all teachers, K-2. In addition, the Kindergarten through Grade 2 teachers use the Daily 5 instructional methods, by "The Sisters," in reading and math to foster independence in both content areas.

In our 3rd through 5th Grade intermediate classrooms our instructional methods incorporate explicit instruction of comprehension strategies in order to increase comprehension and to gain knowledge of content material. The gradual release model is used to ensure student success. A balanced approach for reading instruction includes guided reading, independent reading time to increase reading stamina, writing, and spelling/vocabulary instruction. A modified version of The Daily Five instructional method is used in all classrooms.

Our intervention approach is based on the Scientifically Research Based Intervention Model (RtI). All students receive instruction in core curriculum in Tier 1, where they receive 90 minutes of literacy and 60 minutes of math instruction. In reading, students receive 30 minutes of whole group instruction and 60 minutes of small group instruction. Based on the analysis of student data, students who are in need of supplemental support receive Tier 2 intervention. Students who receive this extra support are fluid and flexible, which is based on progress monitoring data that is gathered. Tier 2 instruction is provided by support staff in a specified focus area. The support staff includes, but is not limited to the Reading Specialist and Special Education teacher. If students are not progressing with Tier 2 intervention, they are then recommended for and receive Tier 3 intervention, which is more intense and contains a prescriptive approach. In addition, for our English Language Learner population, we provide additional instruction in the areas of speaking, listening, reading, and writing with an emphasis on oral language development. Students who require enrichment are chosen to participate in Project Explore where they work on independent projects to encourage critical thinking skills.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The Connecticut Mastery Test (CMT) had been administered annually through 2014 to elementary public school students in Grades 3, 4 and 5. The CMT assesses student performance in Mathematics, Reading, Writing and Science (in Grade 5 only). Student performances levels are reported in five bands: Below Basic, Basic, Proficient, Goal and Advanced. Wolcott Public Schools' goal is to have 80% of students achieve at goal or above in all assessed areas.

Within the area of Math, the trend over the five year period from 2009 through 2013 demonstrates a consistently high level of performance from our Third Grade students. The first year these students are taking a standardized assessment can be a challenging experience both emotionally and physically. Wakelee's Third Grade students performed at 91% Proficiency and above in 2009, 84% Proficiency and above in 2010, 93% Proficiency and above in 2011, 97% Proficiency and above in 2012 and 93% Proficiency and above in 2013. Wakelee third Grade students have consistently performed at the top among towns in our Demographic Reference Group (DRG).

During this same time period, our Fourth Grade students and Fifth Grade students have consistently demonstrated exceptionally high levels of performance within the area of Math. Students test performance in 2009 indicated 92% Proficiency and above for Fourth Grade students and 96% Proficiency and above for Fifth Grade students. In 2010, Fourth Graders performed at 96% Proficiency and above and fifth Graders at 99% Proficiency and above. In 2011, Fourth Graders performed at 94% Proficiency and above and Fifth Graders performed at 97% Proficiency and above. In 2012, Fourth Graders' performance was at a 96% Proficiency and above and Fifth Grade student performance was assessed to be at 99% Proficiency and above. Performance in 2013 showed that Fourth Grade students fell at 100% Proficiency and above as Fifth Grade students performed at 99% Proficiency and above in the area of Math. Overall, our Fourth and Fifth Grade students performed consistently within the middle to upper 90% Proficiency and above during this time period.

Our focus has been to address and support Third Grade students specifically by determining their present levels of performance and meeting their educational needs as they are the most at-risk, developmentally, for showing lack of progress and growth. We have created an intervention and support model to address the needs of students at all grade levels, but with particular focus on our Grade Three students. The extra support time in Math intervention groups, both in class and in related service classrooms, has benefited a number of students who we have determined through progress monitoring are not at mastery level of content material. This added support has helped to bridge the gaps we were noticing across various grades and sub-group levels.

Within the area of Reading, the assessment data shows a trend of significant growth over the five year period from 2009-2013 for our Third Grade students. In 2009, our Third Graders scored at a 76% level of Proficiency and above. Our students were able to raise that bar to a level of 91% Proficiency and above in the 2013 testing year. We have noted a slow and steady growth across this five year period that can be attributed to the hard work of our students and staff. We developed a model in the 2010 school year of more small group instruction for all of our students, particularly those students who were monitored to be at risk or falling behind grade level expectations. These students, some Special Needs students included as well, were given daily doses of small group reading instruction by our Reading Specialist and Special Education Teachers within our daily literacy block. We noticed marked improvement in almost all of the students our Specialists had supported. Additionally, these extra supports and early intervention approach of more small group instruction had an added impact of reducing our referrals and identification numbers for students being eligible for Special Education services.

During this same time period, our Fourth and Fifth Grade students also received added small group, reading instruction and their performance on Connecticut Mastery Tests not only remained at a consistently high level, but also improved across this time period. Our Fourth Graders performed at a level of 89%

Proficiency and above in 2009 as did our Fifth Grade students in the area of Reading. Our Fourth and Fifth Grade student performance in 2010 proved to be at a similar level of 84% Proficiency and above on the CMTs. In 2011, our Fourth and Fifth Grade student performance both dipped to a level of 82% Proficiency level and above for Reading. For the following year, student Reading performance improved to 89% Proficiency level and above for our Fourth and Fifth Graders. In 2013, their performance improved again to a level of 92% Proficiency level and above for both our Fourth Grade and Fifth Grade students.

In looking at our student performance for both Fourth Grade and Fifth Grade students across this time period, assessment results mirror each other with parallel dips and improvement over this five year period. We have been able to not only sustain, but were able to improve student performance to very high levels. Our commitment to our support model, collaborative approach and aligning our resources to best meet the needs of all of our students enabled our teachers to get the very best out of our students year after year.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Our instructional approach and intervention model follows a multi-tiered systematic guideline which has incorporated all of the hallmarks of the Response to Intervention (RtI) Model. Both within the primary grades (K-2) and our intermediate (3-5) grade levels, our core instruction focuses on building foundational skills for reading with an aim toward increasing comprehension and content knowledge. Our classroom teachers deliver consistent, explicit instruction with a balanced approach to literacy that allows our students to grow and thrive and become independent readers and thinkers. Within our daily, 90-minute literacy block, our classroom teachers will deliver 30 minutes of whole group instruction and then provide 60 minutes of small group targeted instruction for students.

Our small group instructional model will be supported by a number of certified and qualified professionals that will lead student groups based upon their individual needs. Wakelee School uses the Reading Consultants, Special Education teachers, Paraprofessionals, foster grandparents and parent volunteers to support small group instruction at the school. We consider our small group instructional model as a Tier II or a Tier III intervention, based upon who is delivering the instruction and what are the student needs of the group. This "all hands on deck" approach has allowed us to be proactive in our supports and has reduced the students falling into an "at-risk" area or subsequently being referred for special education services.

Our Grade Level teams meet regularly, twice per month, to review student assessment data. Our Reading Consultants will lead our Data Teams and they will help generate SMART goals to improve student performance and lead our classroom instruction. The Data Team will assign students to small groups based upon similar instructional need and instructional approaches will be developed to match student instructional needs. The Reading Consultant will progress monitor student growth and then develop additional plans and goals for the same students or for new students as the year progresses depending on their changing needs. Our small groups are flexible and fluid and are designed to meet changing student needs. Students with more serious needs and concerns will be placed within small groups for more time than those students with less need.

The Data Teams are the key for our teachers when identifying and addressing the students who are at risk and what type of interventions are needed. We use a number of assessments to help us identify student weakness and need. One of the assessments that we use is the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). This assessment helps the team determine where students' weaknesses lie in the foundational skills of reading and then we are able to develop a group to meet that student need. We have also used the DAZE and DORF as regular screening tools to help us identify weaknesses in comprehension, reading fluency and retell.

We have also used the Developmental Reading Assessment (DRA and DRA2) throughout the course of the year to help teachers chart student growth at the beginning, middle and end of the year. These tests look at reading comprehension, fluency and accuracy and will help the team in identifying areas of strengths and weaknesses for students. Our teachers have also used the Degrees of Reading Power (DRP) to help identify levels of reading comprehension, however we do not utilize this assessment anymore, opting for the Independent Reading Assessment (IRA) from Teacher's College. This assessment gives our teachers more

information on student's comprehension and their independent reading levels. We have also used the Developmental Spelling Assessment (DSA) to help triangulate our data and give us an understanding of how students are constructing their words.

Along with our small group instruction, we do allow students to work independently and engage them in enriching activities. We have incorporated technology based supports in the form of Lexia which is a reading program that addresses foundational literacy skills. Teachers also utilize the online reading program Raz-Kids. This program includes interactive online-leveled books. Each leveled book has a corresponding quiz, which evaluates a child's comprehension. The teachers can access student data from individual student skills report. In addition, students are able to record their reading using online running records. These two assessment tools assist the teacher in driving small group instruction for teachers and other support personnel. Another on-line program our students make use of is Moby Max. Moby Max is an adaptive curriculum based on the theory that students should use deductive reasoning, thinking and discovering while learning. Moby Max is Common Core aligned and provides learning in the areas of reading, vocabulary, language and math.

The faculty and administration at Wakelee Elementary School have been open, flexible and collaborative in their approach to sharing our professional learning. The staff at our school meets regularly with each other and periodically with other staff across the district to share ideas and develop strategies for continued improvement regarding curriculum and instruction. The staff at Wakelee readily volunteers for important district-wide committees and initiatives that will benefit our students directly. Our teachers are committed to and are very active in their own professional growth and improvement.

Participation in cross-district professional learning communities (PLC) allows the faculty at Wakelee to learn from and share with other grade level colleagues across the elementary school level. These PLCs have been instrumental in gaining insight to our own teaching and learning, discussing curriculum, developing units of study and lesson planning as well as determining which assessment tools are optimal to improve our student performance outcomes. Ultimately, the Faculty and staff at Wakelee have shared a great deal of information with their colleagues and have gained some valuable information to help improve their own practice in their classroom.

The faculty at Wakelee has also collaborated with another district in order to better inform their teaching. A number of our teachers have visited classrooms in Regional School District 15 in order to observe and learn about a model of instruction called Reader's and Writer's Workshop. This visit and subsequent discussions have led to fruitful collaboration between the schools that helped to bridge our transition to Common Core aligned practices and curriculum. Wakelee School has benefited from the opportunity to work and share ideas with professionals from other school districts.

The staff and administration are committed to sharing positive information and news about the school and activities of the classroom. Many teachers communicate directly through e-mail, newsletters or classroom websites to update parents on important information and upcoming events. The administration sends weekly updates to parents and families via e-mail blasts as well as reporting to the community about "good news" events and activities that occur at the school on a bi-weekly basis. The school also submits monthly reports and updates to the local newspaper to inform the community at large about all of the events happening at Wakelee. Each fall, our school hosts a Curriculum Night to inform parents about grade level curriculum and student expectations. Our fall Board of Education Meeting is our opportunity to share with the public an analysis of our student standardized test score performance from the previous school year.

Part VI School Support

1. School Climate/Culture

In recent years, our school has developed a number of positive behavioral supports that have addressed the academic, social-emotional and simple procedural structures of the school that have positively affected our school climate and culture. Our procedural improvements have addressed unstructured settings of our school day which include bus dismissal, hallway and bathroom behavior as well as our behavioral expectations in our cafeteria during lunch time. We have not only posted our behavioral expectations throughout our school and classrooms, our support personnel has diligently taken time to explicitly teach and review our behavioral expectations with our students on a regular basis (monthly). We have implemented a positive behavioral support system throughout our school that has focused on and rewarded our students who meet our behavioral expectations in school. We also reward and highlight those students who go above and beyond by displaying positive character traits regularly throughout the school year. We have adapted a "caught being good" approach in our school and our students are rewarded with "paws" whenever they display positive character traits and responsible behaviors. Those students who "get pawed" have the opportunity to win little prizes and are rewarded and acknowledged weekly in school. Within our cafeteria, we have focused and addressed our student behavior by reviewing and reinforcing our behavioral expectations in the cafeteria, again rewarding those students who display and exhibit the school rules and behavioral expectations. Titled "paw wars," our students will earn paws by displaying positive behaviors to receive extra recess time in school. This example and approach has improved student behaviors in the cafeteria and has decreased our disciplinary infractions and student disruptions.

We have also addressed our school climate and culture by instituting developmental guidance lessons for all classrooms. Lessons occur on a monthly basis and are co-led by the School Psychologist and Principal and focus on topics that address school behavior and character development. The developmental lessons have helped to support individual classroom behavior management plans as well as to develop a shared sense of community and behavioral expectations. The monthly lessons are followed by school-wide assemblies in order to reinforce and highlight exceptional examples of character development and commitment to our school community. These monthly guidance lessons and school assemblies have contributed greatly to our improved school climate and culture.

Additionally, in recent years, we have created a Student Council at the school in order to give students a voice and some influence into their school. Our Student Council, who are elected by their classmates, meets on a regular basis to discuss important and relevant issues of the school from the student perspective. Students will represent, discuss and report back to the student body and this process has given our students invaluable leadership opportunities. Our Student Council will also meet with school administration and discuss projects that can enhance and improve the school. More recently, the Student Council has been instrumental in spear-heading community service opportunities for all of our students at the school. They have organized various fund-raising events, toy and food drives as well as enthusiastically leading our school community to contribute and volunteer in a number of worthy and charitable causes. Our Student Council has enabled many of our students to experience and participate in school improvement and community service activities that have contributed to the well-rounded students we produce at Wakelee School.

2. Engaging Families and Community

Wakelee School regularly communicates school events and student success to the school community. Our school website updates the parents on the latest happenings at Wakelee. We utilize a school messenger system via email sent home to parents weekly by the principal communicating the activities of the upcoming week and celebrating student success. In the past years, our school community has participated in One Book One School where we have given each student a copy of a book that our entire school community reads together. A reading calendar for the book is sent home to parents and students are asked trivia questions to promote the discussion of the book. An arts and crafts night and movie night were held to enrich the shared reading experience.

Our Parent Teacher Organization serves as another connection between the classroom and school. The PTO comprised of parents and teachers provides creative activities for the parents and students to enjoy such as Harvest Fair, Winter Wonderland, and Quassy Night. Parents in each school along with district leaders, otherwise known as the Combined Parent Action Council (CPAC), meet monthly to share ideas with each other about the community activities each building is integrating into their school climate.

Parents are invited to curriculum night, parent conferences, monthly PTO meetings, and a variety of award assemblies. A Young Authors Night is held each year by the PTO to celebrate the completion of a book written and illustrated by students. Our fifth graders participate in the DARE program, where a Wolcott police officer teaches the students about substance abuse and bullying. Our fourth and fifth grade students participate in The Invention Convention and Science Fair where each student creates a presentation board that is graded by various members of the community. Parents and community members are invited to The Art Show where student work is displayed throughout the school to celebrate arts in education.

Wakelee School has incorporated the Foster Grandparent program as part of a multi-generational connection to the community as they work in small reading groups with our students. We have been creative in developing a sense of community as we held Muffins for Moms and Donuts for Dad where the reading specialists shared reading strategies to promote reading at home. Every year we celebrate Flag Day by having veterans in our community explain what the flag means to them in a school wide assembly. Wakelee School has developed many creative activities to engage our Wakelee parents and Wolcott community members.

3. Professional Development

The Wolcott Public Schools have made considerable effort in trying to increase collaboration among teachers, as significant meeting time has been integrated into the weekly school schedule. Grade level teachers and instructional support staff meet to review curriculum, exchange ideas, and discuss instructional strategies. Data meetings occur every other week between grade level teachers and reading specialists to review assessment scores and adjust instruction based on students' needs. Vertical meetings are also conducted throughout the year to gain insight on the strategies that are taught at different levels and to ensure common language among teachers. Staff participates in regular faculty meetings where the principal and teachers collaboratively review current procedures and practices. Faculty advisory meetings occur every two months where a representative from each grade level addresses any concerns about current practices and procedures in the building in a small format.

The Wolcott Director of Curriculum and Instruction works closely with teachers and administrators to develop professional development that is meaningful to teachers and that aligns with the building and district goals. We have created Professional Learning Communities (PLC) which meets five times throughout the school year. During these PLC groups, professional learning conversations are stimulated between the teachers across the district. The conversations about teaching and learning include assessment practices, differentiation of instruction, and the development of common performance task rubrics. Teachers have also joined webinars to learn about new Common Core teaching techniques and resources. These professional learning community groups provide teachers a way to discuss best practices and the successes of our students.

Periodically the reading specialist shares professional readings and learning videos. These materials provide the faculty an opportunity to self-assess their instruction, learn different teaching methods and strategies, to ultimately improve the quality of instruction. During the summer, the entire staff has read "Independent Reading" by Denise Morgan in order to get a better understanding on how to enhance reader's workshop and keep students interested in reading. The Connecticut Educator Evaluation System (SEED) provides teachers the opportunity to set student learning objectives and professional learning goals. Throughout the year, teachers and their evaluator meet several times to collaborate on the learning objectives and student progress. These meetings focus around improving student achievement and reflecting on their current practice.

Wolcott School District also has commissioned a math and reading consultant from the Area Cooperative Educational Services (ACES) to help construct effective curriculum that is aligned to the Common Core Standards. Each grade level meets with the consultant throughout the school year to design lessons that promote rigor and perseverance with an emphasis on higher order learning and critical thinking. This professional development approach has worked to effectively build the capacity of teachers and administrators.

4. School Leadership

Leadership of the school is a joint, collaborative effort of key members and stakeholders of the school. District goals are created every 5 years at the community level led by the Superintendent of Schools in collaboration with the School Board of Education, community members, students and selected district personnel that includes teachers and administrators from all levels of the education system. The school or building level goals are then derived from the district goals and are thoroughly discussed, prioritized and implemented by the school building personnel at Wakelee.

Though the school does not have a designated leadership team per se, key faculty and staff will regularly volunteer to participate and lead school-based committees that are collectively and collaboratively identified for school improvement. School goals and school committees are clearly aligned to district goals and to high student expectations. School-based committees have addressed key areas for school improvement which include: School Climate, class placement/rosters, scheduling, and school-wide student behaviors. Any and all initiatives that occur within the school are considered, discussed and created as well as implemented by the faculty and staff. The process that we have is collaborative, judgment-free and flexible. This vision of shared leadership has positively influenced our school climate and student performance outcomes.

In addition to faculty and staff led building committees and initiatives, parents and students are also involved and encouraged to provide input and guidance. Students are given the opportunity to contribute and suggest methods for school improvement through our Student Council. Student representatives discuss and solicit input from the student body in order to make adjustments and improvements to our school. The Student Council is supervised and guided by teachers who will regularly work during lunch and after school hours.

Our parent and community input are strongly encouraged and solicited by school administration. The vehicle that drives parental input and suggestions is our PTO. The role of the PTO in our school is vital and evolving. The PTO not only sponsors and supports a number of cultural events and field trips for our students that enriches and enhances our curriculum, they are also asked to develop unique and different ways to engage our parents and community at large. Their ideas and events have contributed greatly to a more involved and cohesive community at Wakelee School.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

| | |
|---|--|
| Subject: <u>Math</u> | Test: <u>4th Generation</u> |
| All Students Tested/Grade: <u>3</u> | Edition/Publication Year: <u>2006</u> |
| Publisher: <u>Connecticut Mastery Test (CMT)</u> | |

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES* | | | | | |
| Proficient and above | 93 | 97 | 93 | 84 | 91 |
| Advanced | 26 | 32 | 23 | 13 | 38 |
| Number of students tested | 57 | 65 | 84 | 74 | 79 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| Proficient and above | 100 | 100 | 89 | 58 | 82 |
| Advanced | 33 | 18 | 11 | 10 | 18 |
| Number of students tested | 12 | 11 | 9 | 19 | 11 |
| 2. Students receiving Special Education | | | | | |
| Proficient and above | 67 | 83 | 67 | 67 | 67 |
| Advanced | 0 | 0 | 0 | 17 | 50 |
| Number of students tested | 6 | 6 | 3 | 6 | 6 |
| 3. English Language Learner Students | | | | | |
| Proficient and above | 0 | 0 | 0 | 0 | 100 |
| Advanced | 0 | 0 | 0 | 0 | 25 |
| Number of students tested | 0 | 0 | 1 | 1 | 4 |
| 4. Hispanic or Latino Students | | | | | |
| Proficient and above | 100 | 100 | 100 | 50 | 86 |
| Advanced | 0 | 20 | 33 | 50 | 14 |
| Number of students tested | 3 | 10 | 3 | 2 | 7 |
| 5. African- American Students | | | | | |
| Proficient and above | 50 | 100 | 100 | 0 | 100 |
| Advanced | 0 | 0 | 0 | 0 | 50 |
| Number of students tested | 2 | 1 | 1 | 1 | 2 |
| 6. Asian Students | | | | | |
| Proficient and above | 100 | 0 | 100 | 0 | 100 |
| Advanced | 0 | 0 | 100 | 0 | 33 |
| Number of students tested | 1 | 0 | 1 | 1 | 3 |

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| 7. American Indian or Alaska Native Students | | | | | |
| Proficient and above | 0 | 0 | 0 | 0 | 0 |
| Advanced | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| Proficient and above | 0 | 0 | 0 | 0 | 0 |
| Advanced | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| 9. White Students | | | | | |
| Proficient and above | 94 | 96 | 92 | 87 | 91 |
| Advanced | 30 | 34 | 21 | 13 | 40 |
| Number of students tested | 47 | 53 | 77 | 70 | 67 |
| 10. Two or More Races identified Students | | | | | |
| Proficient and above | 100 | 100 | 100 | 0 | 0 |
| Advanced | 25 | 100 | 50 | 0 | 0 |
| Number of students tested | 4 | 1 | 2 | 0 | 0 |
| 11. Other 1: Other 1 | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |

NOTES:

STATE CRITERION--REFERENCED TESTS

| | |
|---|--|
| Subject: <u>Math</u> | Test: <u>4th Generation</u> |
| All Students Tested/Grade: <u>4</u> | Edition/Publication Year: <u>2006</u> |
| Publisher: <u>Connecticut Mastery Test</u> | |

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES* | | | | | |
| Proficient and above | 100 | 96 | 94 | 96 | 92 |
| Advanced | 59 | 43 | 31 | 47 | 40 |
| Number of students tested | 68 | 83 | 73 | 78 | 77 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| Proficient and above | 100 | 87 | 89 | 85 | 73 |
| Advanced | 50 | 25 | 21 | 8 | 20 |
| Number of students tested | 14 | 8 | 19 | 13 | 15 |
| 2. Students receiving Special Education | | | | | |
| Proficient and above | 100 | 50 | 80 | 100 | 86 |
| Advanced | 0 | 0 | 0 | 0 | 14 |
| Number of students tested | 4 | 2 | 5 | 4 | 7 |
| 3. English Language Learner Students | | | | | |
| Proficient and above | 0 | 0 | 0 | 0 | 0 |
| Advanced | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | 0 | 1 | 0 | 0 | 1 |
| 4. Hispanic or Latino Students | | | | | |
| Proficient and above | 100 | 75 | 100 | 67 | 33 |
| Advanced | 100 | 75 | 100 | 67 | 33 |
| Number of students tested | 10 | 4 | 1 | 6 | 3 |
| 5. African- American Students | | | | | |
| Proficient and above | 100 | 100 | 100 | 100 | 100 |
| Advanced | 50 | 100 | 0 | 0 | 0 |
| Number of students tested | 2 | 1 | 1 | 2 | 1 |
| 6. Asian Students | | | | | |
| Proficient and above | 0 | 100 | 100 | 100 | 100 |
| Advanced | 0 | 100 | 0 | 67 | 100 |
| Number of students tested | 0 | 1 | 1 | 3 | 1 |
| 7. American Indian or Alaska Native Students | | | | | |
| Proficient and above | 0 | 0 | 0 | 0 | 0 |
| Advanced | 0 | 0 | 0 | 0 | 0 |

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| Proficient and above | 0 | 0 | 0 | 0 | 0 |
| Advanced | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| 9. White Students | | | | | |
| Proficient and above | 100 | 97 | 94 | 98 | 94 |
| Advanced | 58 | 40 | 31 | 51 | 42 |
| Number of students tested | 55 | 75 | 70 | 67 | 72 |
| 10. Two or More Races identified Students | | | | | |
| Proficient and above | 100 | 100 | 0 | 0 | 0 |
| Advanced | 100 | 100 | 0 | 0 | 0 |
| Number of students tested | 1 | 2 | 0 | 0 | 0 |
| 11. Other 1: Other 1 | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |

NOTES:

STATE CRITERION--REFERENCED TESTS

| | |
|---|--|
| Subject: <u>Math</u> | Test: <u>4th Generation</u> |
| All Students Tested/Grade: <u>5</u> | Edition/Publication Year: <u>2006</u> |
| Publisher: <u>Connecticut Mastery Test (CMT)</u> | |

| | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|
| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES* | | | | | |
| Proficient and above | 99 | 99 | 97 | 99 | 96 |
| Advanced | 62 | 48 | 61 | 64 | 57 |
| Number of students tested | 82 | 69 | 77 | 77 | 81 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| Proficient and above | 89 | 100 | 100 | 94 | 83 |
| Advanced | 33 | 44 | 29 | 44 | 42 |
| Number of students tested | 9 | 18 | 14 | 16 | 12 |
| 2. Students receiving Special Education | | | | | |
| Proficient and above | 100 | 80 | 67 | 100 | 80 |
| Advanced | 0 | 0 | 0 | 0 | 30 |
| Number of students tested | 1 | 5 | 6 | 3 | 10 |
| 3. English Language Learner Students | | | | | |
| Proficient and above | 0 | 0 | 0 | 100 | 100 |
| Advanced | 0 | 0 | 0 | 0 | 100 |
| Number of students tested | 1 | 0 | 0 | 1 | 1 |
| 4. Hispanic or Latino Students | | | | | |
| Proficient and above | 100 | 100 | 100 | 100 | 100 |
| Advanced | 100 | 100 | 33 | 33 | 0 |
| Number of students tested | 3 | 1 | 6 | 3 | 1 |
| 5. African- American Students | | | | | |
| Proficient and above | 100 | 100 | 100 | 100 | 50 |
| Advanced | 100 | 0 | 0 | 50 | 17 |
| Number of students tested | 1 | 1 | 1 | 2 | 6 |
| 6. Asian Students | | | | | |
| Proficient and above | 100 | 100 | 0 | 100 | 100 |
| Advanced | 100 | 0 | 0 | 100 | 50 |
| Number of students tested | 1 | 1 | 0 | 1 | 4 |
| 7. American Indian or Alaska Native Students | | | | | |
| Proficient and above | 0 | 0 | 0 | 0 | 0 |
| Advanced | 0 | 0 | 0 | 0 | 0 |

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| Proficient and above | 0 | 0 | 0 | 0 | 0 |
| Advanced | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| 9. White Students | | | | | |
| Proficient and above | 99 | 98 | 97 | 99 | 100 |
| Advanced | 59 | 48 | 64 | 65 | 61 |
| Number of students tested | 74 | 66 | 67 | 71 | 70 |
| 10. Two or More Races identified Students | | | | | |
| Proficient and above | 100 | 0 | 100 | 0 | 0 |
| Advanced | 67 | 0 | 67 | 0 | 0 |
| Number of students tested | 3 | 0 | 3 | 0 | 0 |
| 11. Other 1: Other 1 | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |

NOTES:

STATE CRITERION--REFERENCED TESTS

| | |
|---|--|
| Subject: <u>Reading/ELA</u> | Test: <u>4th Generation</u> |
| All Students Tested/Grade: <u>3</u> | Edition/Publication Year: <u>2006</u> |
| Publisher: <u>Connecticut Mastery Test (CMT)</u> | |

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES* | | | | | |
| Proficient and above | 91 | 89 | 78 | 71 | 76 |
| Advanced | 37 | 32 | 16 | 11 | 14 |
| Number of students tested | 56 | 65 | 82 | 72 | 78 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| Proficient and above | 92 | 100 | 67 | 50 | 54 |
| Advanced | 42 | 27 | 22 | 11 | 0 |
| Number of students tested | 12 | 11 | 9 | 18 | 11 |
| 2. Students receiving Special Education | | | | | |
| Proficient and above | 80 | 67 | 0 | 0 | 60 |
| Advanced | 20 | 0 | 0 | 0 | 40 |
| Number of students tested | 5 | 6 | 1 | 4 | 5 |
| 3. English Language Learner Students | | | | | |
| Proficient and above | 0 | 0 | 0 | 0 | 75 |
| Advanced | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | 0 | 0 | 1 | 1 | 4 |
| 4. Hispanic or Latino Students | | | | | |
| Proficient and above | 100 | 90 | 67 | 50 | 71 |
| Advanced | 0 | 40 | 67 | 50 | 14 |
| Number of students tested | 3 | 10 | 3 | 2 | 7 |
| 5. African- American Students | | | | | |
| Proficient and above | 100 | 100 | 100 | 0 | 100 |
| Advanced | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | 2 | 1 | 1 | 1 | 2 |
| 6. Asian Students | | | | | |
| Proficient and above | 0 | 0 | 100 | 0 | 67 |
| Advanced | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | 1 | 0 | 1 | 1 | 3 |
| 7. American Indian or Alaska Native Students | | | | | |
| Proficient and above | 0 | 0 | 0 | 0 | 0 |
| Advanced | 0 | 0 | 0 | 0 | 0 |

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| Proficient and above | 0 | 0 | 0 | 0 | 0 |
| Advanced | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| 9. White Students | | | | | |
| Proficient and above | 91 | 89 | 77 | 73 | 76 |
| Advanced | 43 | 32 | 17 | 10 | 16 |
| Number of students tested | 46 | 53 | 75 | 68 | 66 |
| 10. Two or More Races identified Students | | | | | |
| Proficient and above | 100 | 100 | 100 | 0 | 0 |
| Advanced | 25 | 0 | 0 | 0 | 0 |
| Number of students tested | 4 | 1 | 2 | 0 | 0 |
| 11. Other 1: Other 1 | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |

NOTES:

STATE CRITERION--REFERENCED TESTS

| | |
|---|--|
| Subject: <u>Reading/ELA</u> | Test: <u>4th Generation</u> |
| All Students Tested/Grade: <u>4</u> | Edition/Publication Year: <u>2006</u> |
| Publisher: <u>Connecticut Mastery Test (CMT)</u> | |

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES* | | | | | |
| Proficient and above | 92 | 89 | 82 | 84 | 89 |
| Advanced | 32 | 16 | 17 | 14 | 17 |
| Number of students tested | 65 | 81 | 71 | 76 | 76 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| Proficient and above | 93 | 50 | 79 | 61 | 80 |
| Advanced | 21 | 12 | 21 | 8 | 13 |
| Number of students tested | 14 | 8 | 19 | 13 | 15 |
| 2. Students receiving Special Education | | | | | |
| Proficient and above | 50 | 0 | 67 | 0 | 67 |
| Advanced | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | 2 | 0 | 3 | 2 | 6 |
| 3. English Language Learner Students | | | | | |
| Proficient and above | 0 | 0 | 0 | 0 | 0 |
| Advanced | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | 0 | 1 | 0 | 0 | 1 |
| 4. Hispanic or Latino Students | | | | | |
| Proficient and above | 90 | 50 | 100 | 50 | 33 |
| Advanced | 30 | 25 | 0 | 0 | 0 |
| Number of students tested | 10 | 4 | 1 | 6 | 3 |
| 5. African- American Students | | | | | |
| Proficient and above | 100 | 100 | 100 | 100 | 100 |
| Advanced | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | 2 | 1 | 1 | 2 | 1 |
| 6. Asian Students | | | | | |
| Proficient and above | 0 | 100 | 100 | 100 | 100 |
| Advanced | 0 | 100 | 0 | 0 | 100 |
| Number of students tested | 0 | 1 | 1 | 3 | 1 |
| 7. American Indian or Alaska Native Students | | | | | |
| Proficient and above | 0 | 0 | 0 | 0 | 0 |
| Advanced | 0 | 0 | 0 | 0 | 0 |

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| Proficient and above | 0 | 0 | 0 | 0 | 0 |
| Advanced | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| 9. White Students | | | | | |
| Proficient and above | 92 | 90 | 81 | 86 | 91 |
| Advanced | 35 | 15 | 18 | 17 | 17 |
| Number of students tested | 52 | 73 | 68 | 65 | 71 |
| 10. Two or More Races identified Students | | | | | |
| Proficient and above | 100 | 100 | 0 | 0 | 0 |
| Advanced | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | 1 | 2 | 0 | 0 | 0 |
| 11. Other 1: Other 1 | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |

NOTES:

STATE CRITERION--REFERENCED TESTS

| | |
|---|--|
| Subject: <u>Reading/ELA</u> | Test: <u>4th Generation</u> |
| All Students Tested/Grade: <u>5</u> | Edition/Publication Year: <u>2006</u> |
| Publisher: <u>Connecticut Mastery Test (CMT)</u> | |

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES* | | | | | |
| Proficient and above | 92 | 89 | 82 | 84 | 89 |
| Advanced | 41 | 28 | 24 | 25 | 29 |
| Number of students tested | 81 | 68 | 74 | 77 | 78 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| Proficient and above | 78 | 84 | 79 | 81 | 92 |
| Advanced | 11 | 26 | 7 | 12 | 8 |
| Number of students tested | 9 | 19 | 14 | 16 | 12 |
| 2. Students receiving Special Education | | | | | |
| Proficient and above | 0 | 75 | 67 | 0 | 71 |
| Advanced | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | 0 | 4 | 3 | 3 | 7 |
| 3. English Language Learner Students | | | | | |
| Proficient and above | 0 | 0 | 0 | 100 | 100 |
| Advanced | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | 1 | 0 | 0 | 1 | 1 |
| 4. Hispanic or Latino Students | | | | | |
| Proficient and above | 100 | 100 | 100 | 67 | 100 |
| Advanced | 0 | 0 | 33 | 0 | 0 |
| Number of students tested | 3 | 1 | 6 | 3 | 1 |
| 5. African- American Students | | | | | |
| Proficient and above | 100 | 0 | 100 | 100 | 80 |
| Advanced | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | 1 | 1 | 1 | 2 | 5 |
| 6. Asian Students | | | | | |
| Proficient and above | 100 | 100 | 0 | 100 | 100 |
| Advanced | 100 | 0 | 0 | 0 | 0 |
| Number of students tested | 1 | 1 | 0 | 1 | 4 |
| 7. American Indian or Alaska Native Students | | | | | |
| Proficient and above | 0 | 0 | 0 | 0 | 0 |
| Advanced | 0 | 0 | 0 | 0 | 0 |

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| Proficient and above | 0 | 0 | 0 | 0 | 0 |
| Advanced | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| 9. White Students | | | | | |
| Proficient and above | 97 | 89 | 94 | 90 | 94 |
| Advanced | 41 | 29 | 23 | 27 | 34 |
| Number of students tested | 73 | 65 | 64 | 71 | 68 |
| 10. Two or More Races identified Students | | | | | |
| Proficient and above | 100 | 0 | 100 | 0 | 0 |
| Advanced | 33 | 0 | 33 | 0 | 0 |
| Number of students tested | 3 | 0 | 3 | 0 | 0 |
| 11. Other 1: Other 1 | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| Proficient and above | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |

NOTES: